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ABSTRACT

As Mississippi approaches the 21st century and an increasingly more competitive business climate, the state faces a critical need for work force development and better adult basic education. According to 1990 data, Mississippi contributes only 8.5 percent of funding for adult education (the remaining 91.5 percent comes from federal sources) to serve less than 2.3 percent of the eligible population. Furthermore, Mississippi loses up to one-third of its potential high school graduates between grades 9 and 12. The relationship between recruitment and retention and public knowledge and awareness is inextricable. Recruitment and retention can be thought of in terms of strategic methods, whereas public knowledge and awareness are influenced more by policy, both organizational and governmental. Policy creates programs, and programs need and produce the recruitment and retention that result in public awareness and knowledge that enhances participation. Suggestions to increase public awareness and knowledge of adult basic education or literacy include the following: more student leadership, mandatory literacy programs, student testimonials, celebrity involvement, and coordination of interagency efforts. (Contains 18 references and an appendix detailing years of formal schooling completed, by county.) (YLB)

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Public Knowledge and Awareness of Adult Illiteracy and Adult Basic Education Programs

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Adult Education in Mississippi

As Mississippi rapidly approaches the twenty-first century, she should be prepared to enter the most competitive business climate within the last fifty years. She should further be prepared to develop her most precious business asset--her workforce. As rapidly as technology and new economic opportunities develop and change, so too does the training necessary for the workforce to remain abreast of these innovations. To ignore or to remain steadfast in the belief that education and learning cease at the tender age of 18 is ludicrous. Eduard Lindeman, often referred to as the father of modern adult education, as early as 1926 espoused the philosophy that learning is not coterminous with completion of a high school education; instead, it is a lifelong process (The Meaning of Adult Education, 1926).

We are throwing away our most precious commodity--our workers--by denying them an opportunity to compete in the workforce merely because they lack the fundamental skills so vital to accessing the job market. If Mississippi is to grow and thrive and prosper, she cannot ignore her sacred obligation to educate her citizens--regardless of age, race, and sex--for every individual is an integral part of the whole, a micro Mississippi.

Statistics and Demographics for Mississippi

William Freund, chief economist emeritus, New York Stock Exchange, in a speech before the thirtieth annual Deposit Guaranty Symposium on January 13, 1993, in Jackson, Mississippi, made several predictions concerning the future of the economy. Among those predictions was the unlikelihood that President Clinton's campaign pledge of a middle-class tax break will become a reality. The post-recession recovery will produce economic growth in the three percent to four percent range; that is lower than the average six percent following every recession since World War II. He further stated that the United States can maintain a first-rate economy only so long as we have a first-rate education system. This position was buttressed by David M. Ratcliffe, CEO of the Gulfport-based Mississippi Power Company. Mr. Ratcliffe posited that "the most basic ingredient in any economy is educated, productive people." Ratcliffe further stated inequity in school district funding must be addressed because "you are not likely to find excellent schools in an impoverished community." A logical extension of this statement is that you are not likely to find excellent economic growth in an educationally impoverished state. According to Ratcliffe, school

districts spending more money per pupil have far greater graduation rates and fewer drop-outs, surveys show ("Economy Tied," 1993).

According to the 1990 edition of The Adult Education Program Annual Report compiled by the National Adult Education Professional Development Consortium (NAEPDC), Mississippi's entire allotment from both federal and state sources totaled $2.1 million, of which the state contributed $179,725 or 8.5%. This funding was utilized to serve 18,957 persons out of a total eligible population of 823,726. This represents less than 2.3% of the eligible population being served at a cost of $111.15 per pupil. To place this in perspective, the state of California services 19% of its eligible population at a cost of $212.25. The message sent to those people ill-fated enough not to have acquired literacy skills between the ages of 5 and 18 is that the timeframe for society's obligation to educate its populous is past, and they unfortunately have missed their window of opportunity. How do Mississippi and the other southeastern states compare to the example set by California?

STATE	ELIGIBLE POPULATION	COST PER ELIGIBLE POPULATION	POPULATION SERVED	COST PER POPULATION SERVED	FEDERAL ALLOTMENTS	STATE/ LOCAL ALLOTMENTS	TOTAL ALLOTMENTS
Alabama	1,259,800	$4.42	40,177 (3.2%)	$138.73	$2,802,200	$2,771,481	$5,573,681
California	5,359,094	$40.45	1,021,227 (19%)	$212.25	11,953,705	204,798,040	216,751,745
Florida	2,682,496	$20.89	419,429 (15.6%)	$133.62	5,873,650	50,171,357	56,045,007
Georgia	1,766,608	$3.63	69,580 (3.9%)	$92.27	3,818,874	2,601,314	6,420,188
Louisiana	1,290,389	$6.88	40,039 (3.0%)	$221.84	2,896,133	5,986,224	8,882,357
Mississippi	***823,726***	***$2.56***	***18,957 (2.3%)***	***$111.15***	***1,927,422***	***179,725***	***2,107,147***
South Carolina	1,047,480	$8.07	81,200 (7.8%)	$104.08	2,376,279	6,075,276	8,451,555
Tennessee	1,516,661	$2.49	41,721 (2.8%)	$90.56	3,317,472	460,853	3,778,325

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Drop-out Rates and Literacy

Mississippi loses up to one-third of its potential high school graduates between the ninth and twelfth grades, thereby forcing them into lives of poverty and underemployment. Nationally, 1991 statistics reveal a 12.5 percent drop-out rate among all races. In 1990-91, according to the U.S. Department of Education, Mississippi had 23,433 public high school graduates (refer to table in Appendix A). In 1991-92, they estimated 22,751 which shows a decline of 18.4 percent. This percentage may be even greater since "adult literacy efforts in the South are hamstrung by a lack of reliable data with which to establish goals or hold individual programs accountable for the progress--or lack of it--made by their adult students. Well constructed, in-depth literacy surveys have never been administered to measure the functional literacy of adults on a state-by-state basis . . . (Southern Regional Literacy Commission, 1990)" (Cosby, et al., 1991, p. 1.2). Traditionally literacy has been construed as "an essential aim of education in the modern world." However, it "is no autonomous, empty skill but depends upon literate culture. . . . Literacy requires the early and continued transmission of specific information" (Cosby, et al., 1991, p. 1.8).

As its primary focus, the federal adult education and literacy program is targeting those participants who a lack high school diploma or its equivalent. This has been selected as the criteria for achievement, since literacy is not a matter of simply being able to read.

According to the U.S. Department of Education (April 1992), 75.6 percent of the national population of 17-year-olds are high school graduates. As research and practice have suggested, "a high school credential serves not only as a benchmark in the educational process but as the vital link to lifelong learning" (p. 1). "There is no doubt that the less schooling people have, the more likely they are to be functionally illiterate. All the surveys agree on this point, even though they differ substantially in their assessments of the overall rate of illiteracy. The recent (1986) Bureau of the Census study, for example, found that fully seventy percent of those classified as illiterate had not completed high school" (Harman, 1987, p. 41). As high school completion is the main focus of the Adult Secondary Education (ASE) program, "dropouts" aged 16 or older who, according to the 1989 Bureau of Census statistics number more than 38 million, are the prime potential beneficiaries of lifelong learning (U.S. Dept. of Education, April 1992).

Public Assistance Demographics

Mississippians in households that receive public assistance function at appreciably lower levels of proficiency than those households which receive no public assistance. Of those households previously mentioned, 49,485 adults are eligible for money payment and Medicaid benefits under Aid to Families with Dependent Children according to the 1990 Mississippi Statistical Abstract. Not only was the state of Mississippi supporting those adults, but it also financed 127,349 children. In order to support this massive load upon the state of Mississippi, the total expenditure for public welfare from July 1, 1988, to June 30, 1989, cost the state $170,367,000.

It is interesting to note that according to the U.S. Department of Labor, Bureau of Labor Statistics, in October 1990, approximately 63 percent of high school graduates not enrolled in college were employed; 20 percent were unemployed; and 17 percent were not in the labor force. Only 47 percent of dropouts were employed; 20 percent were unemployed; and 33 percent were not in the labor force. A demographic profile of Mississippians active in the work force shows 29 percent are involved in professional and technical areas; 26 percent are foreman/skilled; 21 percent are unskilled

workers; 17 percent of the labor force is in clerical/sales; and 7 percent in the labor force is listed as "other".

Definitions of Literacy Data

"Demographically, the state is not projected to change significantly through the year 2015. In 2015 Mississippi is expected to have one of the highest concentrations of people under the age of 19 of any state in the nation" (Woods & Poole, 1990, p. A12). Nationally, the highest level or greatest percentage of unemployment is all persons with eight years or less of education in the 16- to 19-year-old age bracket. In Mississippi, according to the 1990 census, 59.7 percent of persons 16 years of age and over will be in the labor force. What is to become of the remaining 40.3 percent of those individuals in this age bracket with neither employment skills nor with adequate literacy skills?

According to the National Assessment of Education Progress (NAEP) Young Adult Study, there are five levels of reading proficiency:

a. "Rudimentary (150)--readers who have acquired rudimentary reading skills and strategies can follow brief written directions . . . . Performance at this level suggests ability to carry out simple, discreet reading tasks.

b. Basic (200)--readers who have learned basic reading comprehension skills and strategies can locate and identify facts from simple informational paragraphs, stories, and news articles . . . . Performance at this level suggests the ability to understand specific or sequentially related information.

c. Intermediate (250)--readers with the ability to use intermediate skills and strategies can search for, locate, and organize the information they find in relatively lengthy passages and can recognize paraphrase of what they have read . . . . Performance at this level suggests the ability to search for specific information, interrelate ideas, and make generalizations.

d. Adept (300)--readers with adept reading comprehension skills and strategies can understand complicated literacy and informational passages including materials about topics they study at school . . . . Performance at this level suggests the ability to find, understand, summarize, and explain relatively complicated information.

e. Advanced (350)--readers who use advanced reading skills and strategies can extend and restructure the ideas presented in

> specialized and complex texts. Examples include scientific materials, literary essays, historical documents, and materials similar to those found in professional and technical working environments . . . . Performance at this level suggests the ability to synthesize and learn from specialized reading materials" (Cosby, et al., 1991, p. 2.3).

"In the NAEP Young Adult Study, subjects were from Mississippi, Oregon, and a national sample of Job Training Partnership Act (JTPA) clients as well as persons using the Employment Service. This will enable Mississippi to compare its results with Oregon and those of the national JTPA survey. Since all of these surveys and the 1985 study of young adults use the same scale scoring system, it is possible for Mississippi to compare the relative performance of adults in the state with those of national studies past and future" (Cosby, et al., 1991, p. x).

According to the Mississippi Literacy Assessment (1991), 97.3 percent of whites responded correctly at the most basic 150 level; 80.5 percent of blacks successfully performed the same types of tasks. Tasks breaking the 150 level of proficiency include signing one's name on the social security card, locating the expiration date on a driver's license, and identifying the

correct time of a meeting from a form. At the 250 document level, tasks involve matching information on the basis of two features from documents containing several distractors or plausible answers.

NAEP (READING) SCALE SCORES	SURVEY AVERAGE (%)	MISSISSIPPI AVERAGE (%)
Advanced (350 and above)	20.9	7.3
Intermediate (250 and above)	84.1	65.1
Basic (200 and above)	96.8	90.8
Rudimentary (150 and above)	99.6	98.4

One such task involves locating in a table how soon an employee will be eligible for a particular type of fringe benefit. Another task at about this level involves locating a particular intersection on a street map. At the 250 level where respondents were asked to complete a check given information on a bill, there was a 38.8 percent greater success rate among whites (Cosby, et al., 1991).

"Adults with eight or fewer years of schooling scored considerably lower than those with more schooling. Individuals with 0-8 years of education scored an average of 81 points less on all three scales than high school graduates. Those who had some high school education also scored an average of 36 points lower than high school graduates. . . . There is a

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significant variation between the white and black population in Mississippi even when their educational attainment levels are similar. The white population scored consistently higher than the black population. White adults with eight or fewer years of schooling scored 54 points higher than blacks with the same educational level. This pattern continues at the other educational levels. In the categories of those with some high school, those with high school diplomas and those with some college, whites scored 32 to 39 points higher than blacks (Cosby, et al., 1991, pp. 4.8-4.10).

"By 2015, 38.8 percent of the population is expected to be Black, up from 35.6 percent in 1990, remaining the second highest percentage of any state" (Woods & Poole, p. A12). With the fall of the Berlin wall and the congressional commitment to downsizing the military, a substantial portion of these individuals will remain in the civilian sector with little possibility of employment.

Where is Mississippi Going?

In order to compete in the 21st century, Mississippi needs to look to her strengths. Traditionally, Mississippi has relied upon agriculture and, later, manufacturing to support her constituents. According to Woods & Poole, economic consultants retained for purposes of composing the 1991

State Profile, the Mississippi economy has a relatively strong manufacturing sector which provides the underpinning for stable job growth. Manufacturing employment in Mississippi increased by 63,000 jobs between 1970 and 1990. The diversity of the Mississippi manufacturing base is a large part of its strength. Mississippi manufacturing employment is forecast to increase by 57,000 jobs between 1990 and 2015. However, the "non-basic" sectors of the Mississippi economy are expected to generate the most employment growth over the next quarter century; these include jobs in finance, insurance, and real estate. Similarly, service employment is projected to rise a net gain of 21,800 service jobs statewide. Retail and wholesale trade sectors are also forecast to create 31,500 new jobs in the state by 2015. This shift in employment necessitates an increase in basic education skills as well as laying a platform for future growth and training in all areas.

According to Woods & Poole, 1991 State Profile, "The population of Mississippi is expected to grow slowly but steadily over the next 25 years. The total population of the state is projected to rise from 2.58 million in 1990 to 2.83 million in 2015. This growth reflects a population increase of 0.37 percent a year on the average, well below expected U.S. population growth of 0.89 percent a year." Therefore, it is in the best interests of the

state of Mississippi to provide a platform for this controlled population growth and limited economic expansion opportunity. This may be, by necessity, most readily addressed by an educated workforce. It is a matter of economic survival that dictates "the biggest bang for the buck." In other words, a well-trained workforce draws the attention of a variety of business and manufacturing interests.

It is imperative that Mississippi develop a curriculum for the education of those misplaced individuals who were unfortunate enough not to have received a public school education. Not only is this a moral imperative, but it is also an economic necessity. If Mississippi is to survive and prosper in the new century, the onus of responsibility lies not only with her professional education staff to develop the guidelines but also with her legislators to provide the funding so vital for the implementation of these guidelines.

Public Knowledge and Awareness

The relationship between recruitment and retention, and public knowledge and awareness, is inextricable. One can hardly be mentioned without implying the involvement of the other.

For the purposes of our research, it may be useful to think of recruitment and retention in terms of strategic methods, and of public knowledge and awareness as being more impacted by policy, both organizational and governmental. Of the two, governmental policy has the lion's share of influence on what will or will not affect public knowledge and awareness in ABE. Recruitment and retention tend to be program dependent, and, more often than not, it is governmental policy, via the purse strings, that decides the types and numbers of programs and the degrees to which they will be implemented.

Policy creates programs, and programs need and produce the recruitment and retention that result in the public awareness and knowledge that enhances, it is hoped, all participation. Policy provides another route towards increased public awareness and knowledge. That route is via a commitment to ABE that is driven by the principle that our society directly benefits fundamentally and profoundly by increasing levels of literacy.

Benefit to society propels policy further than appeals to benefit to the individual.

Governmental policy is a response to political action. One of the ironies of democracy is that very small numbers of active citizens have great affects on policy. Adult Basic Education programs, and Adult Education in general, must begin to utilize their greater potential for influencing policy makers as a tool for increasing public knowledge and awareness.

The concept of public awareness and knowledge in ABE often refers to knowledge of the existence of ABE programs for possible consideration of participation or for professional referral. Public awareness and knowledge also means the extent to which the general public is aware of the condition of ABE in their community, their state, or in the nation.

Specific references to public awareness and knowledge of ABE or literacy are somewhat rare in the literature and are almost always part of recruitment and retention, if not virtually synonymous with it. Literacy professionals, who are engulfed in fighting the battle daily at the front, often have little opportunity for philosophical musing or brainstorming. The students usually have even less; however, at the National Adult Literacy Congress, in 1989 (Proclamations from Adult New Readers), a report was

presented by adult new readers that represented their viewpoints as students. They issued ten proclamations based on their first hand experiences. Among the proclamations were calls for more student leadership within the literacy field; mandatory literacy programs in prisons, employment, and welfare; and more public awareness and funding of literacy programs.

Giving students more of a voice in literacy leadership may provide a resource largely overlooked. Few people know what attracted students (or turned them off) more than the students themselves. It is also significant that new readers would see value in mandatory programs like the one that they benefited from.

Interestingly, Cross (1981) and others have previously supported the idea of mandatory ABE, where feasible, as a method of inculcating a desire to learn in the student while expanding public appreciation of and for adult literacy. This appears to diametrically oppose the tenants of self-directed learning; yet, it can be argued that to the extent that expanded self-directed learning follows, then the ends justify the means. Cross believes that "voluntary learning is most effective, but compulsory learning is better than nothing" (p. 43).

Among the many and varied complexities of compulsory learning, or mandatory continuing education (MCE), is the effect of being aimed more toward the already educated professional and less toward those who need to increase literacy skills. The "educationally rich get richer and the poor get poorer" (Cross, 1981, p. 48). For example, most licensed professionals (physicians, lawyers, social workers, teachers, etc.) are mandated to obtain a minimum amount of continuing education units (CEU's) yearly in order to retain their licensure. In adult education, proponents of MCE believe that licensure or certification would contribute even more to public awareness via a higher stature for ABE programs.

Cross (1981) goes on to point out that even the largest and best of the literacy projects often perform miserably in attracting clients. The Adult Basic Education Program of 1976 received

> approximately $68 million in federal assistance and $184 million in local and state funds. Even so, only 2 to 4 percent of American illiterates enter such programs, and one third drop out before completion of the courses, which last the equivalent of about one semester. (p. 47).

Clearly, in this case, the policy failure appears to be more organizational than governmental giving rise to what appears to be insufficient attention to human resource development in literacy projects. Cross (1981), on Houle, observes that "the major problem, says Cyril Houle, is not ensuring that a professional has the competence to do something but that he or she is actually doing it" (p. 43).

This is a management/personnel function that, in the literacy education literature, is conspicuous by its absence. If the above retention and recruitment rates are anywhere near accurate and universal, then the human connection between client and program is not being made in at least one third of the cases. That connection, via a satisfied client, is vital for retention and expanded public awareness. Since a satisfied customer is the best advertisement, perhaps the client should be thought of more as a customer than a client, and the same criteria for satisfaction applied. Put another way, expanded business principles may be of more value than service principles alone. It is difficult to think of a successful public dependent business that ignored the human resources function. The list of failed businesses is replete with them.

Post-session surveys are widely used as a valuable tool in evaluating programs. If a particular program has a high percentage of very satisfied participants, then the program is deemed a success. The post test is usually tied to a goal or standard incorporated in the program plan, so there is always the danger that the program goals may not be the aspect of the program that makes an appreciative learner go forth and spread the word.

One aspect of public awareness and knowledge is that of professional referrals from both the public and private sectors. People who work or live in situations where they come into contact with prospective learners are in a unique position to inform them of programs. This is another resource that may be under utilized.

Project READ (Reading Education for Adults in Dayton) sought to improve referrals, particularly as they applied to JTPA eligible adults in the Dayton area (Literacy Coordination for Montgomery and Preble Counties, 1990). They created more awareness of programs by issuing a four page summary and calendar of literacy programs in the Miami Valley area. These summaries were aimed at coordinating efforts among the providers, JTPA, and the Human Services Department. The result was that many people were making referrals to programs that they had not previously known about.

The 1991 survey of states conducted by the National Governors Association (Silvanik) is a recent effort to take a still shot of what is happening in the various states in the area of literacy and basic skills. Of the 400 surveys sent to governor's offices, state agencies, and literacy organizations, 390 were returned. They reported that while 40 states have coordinating organizations, most do little beyond public awareness. The study found that in those states where strong leadership for literacy exists, it is usually in combination with multi-agency cooperation and effort. Somewhat like the effort of Project READ, the study found that bringing some coherence to the "fragmented array of programs and providers that make up the current delivery system" resulted in the most success in expanding public knowledge and awareness, and, therefore, participation.

A statewide promotion campaign conducted in Ohio in 1982, by the Scioto Valley Local School District, (Way) utilized billboards featuring Johnny Cash to promote public awareness. At about that time, this writer recalls a movie in which Mr. Cash played an illiterate Appalachian Mountaineer who moved to Cincinnati. The drama was the first major impression upon this writer that imparted a lasting recognition of the extraordinary problems non-readers must face. The then high popularity of

Mr. Cash in the country, particularly among many of the target audience, contributed significantly to public awareness of literacy problems.

The ability of celebrities to get a message to a large segment of the population is not lost on large corporations that pay many millions of dollars to individuals to sell their products. The mainstays of our popular culture, i.e., Pepsi, Coke, Nike Air Jordans, etc., owe their market advantage to personalities. Perhaps literacy education could take advantage of those celebrities who are given to recognize the extent of the problem and the very meaningful contribution they could make. Well known people do respond to public appeals for charitable and civic purposes. What better way could one serve than to help empower citizens to take their rightful place in our society?

Promoting public awareness and knowledge implies, of course, that a significant portion of the public is unaware and unknowledgeable, and, that if that portion were no longer unaware, then illiteracy would decrease to the greatest extent possible. But unaware and unknowledgeable of what? Literacy? Illiteracy? Functional (whatever that is) literacy? Also, what's the clamor? How does it affect society so much when it doesn't affect me? Does it?

In its 1987 report on reducing illiteracy in New York, The Alliance, an Association for Alternative Degree Programs (Reducing Adult Illiteracy in New York), suggested that more research should go into answering questions like those above. They suggested that "the state should finance a study to determine the long-term effects of state-funded literacy training efforts so that the costs of illiteracy and the benefits of training can be quantified more accurately". Quantifying the monetary effects of illiteracy to people and society, in hard dollars, may help the average citizen to readily grasp the long term return on today's literacy investment. The report called for more research on the comparative effectiveness of various training methods. This would also have the effect of documenting the frugal and organizational acumen of the literacy program.

The Alliance (Reducing Adult Illiteracy in New York, 1982) also suggested that coordinating inter-agency efforts would be assisted by publishing and circulating a directory of all public, private, and volunteer literacy services currently available. Such a directory may be one of the more inexpensive projects in relation to its effect. It would also be adjunct to the earlier mentioned concept of expanded professional referrals. The

person making the referral would, in effect, have a handbook of available resources to discuss with the client.

In his presentation at the November, 1984, National Adult Education Conference, Akenson reported on the Southern Literacy Campaign of 1910-1935. In spite of dedicated volunteers and contributors, the resources were far too little for the problem. His comparison of the situation in 1984 to that earlier effort is as relevant today as it was then:

> As long as the reduction of adult illiteracy remains a peripheral enterprise rather than a central mission of the educational system, efforts to eliminate adult illiteracy will remain in the last two decades of the 20th century what they became in the first two decades--a lofty goal beyond the grasp of those who sought to reach it.

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APPENDIX A

YEARS OF FORMAL SCHOOL COMPLETED

1990 CENSUS					
		YEARS OF FORMAL SCHOOL COMPLETED			
COUNTY	POPULATION AGE 25 +	0–8 YEARS	9–11 YEARS	TOTAL < HIGH SCHOOL	PERCENT < HIGH SCHOOL
ADAMS	22,376	3,619	3,702	7,321	32.7
ALCORN	20,746	4,443	4,627	9,070	43.7
AMITE	8,224	1,766	1,762	3,528	42.9
ATTALA	11,741	2,431	3,270	5,701	48.6
BENTON	4,843	1,301	1,294	2,595	53.6
BOLIVAR	21,777	5,247	4,577	9,824	45.1
CALHOUN	9,453	1,913	2,551	4,464	47.2
CARROLL	5,775	1,332	1,324	2,656	50.0
CHICKASAW	10,861	2,073	3,038	5,111	47.1
CHOCTAW	5,558	1,020	1,337	2,357	42.4
CLAIBORNE	5,432	1,061	1,182	2,243	41.3
CLARKE	10,624	1,923	2,155	4,078	38.4
CLAY	12,282	2,059	2,808	4,867	39.6
COAHOMA	17,510	4,228	3,828	8,056	46.0
COPIAH	15,962	2,698	3,504	6,202	38.9
COVINGTON	9,687	1,813	2,494	4,307	44.5
DESOTO	41,533	4,556	7,387	11,943	28.8
FORREST	38,761	4,343	6,490	10,833	27.9
FRANKLIN	5,233	1,036	1,156	2,192	41.9
GEORGE	9,846	1,750	2,302	4,052	41.2
GREENE	6,137	1,055	1,252	2,307	38.0
GRENADA	13,252	2,685	3,075	5,760	43.5
HANCOCK	20,398	2,636	3,894	6,530	32.0
HARRISON	99,878	9,582	15,644	25,226	25.3
HINDS	153,310	14,236	23,736	37,972	24.8
HOLMES	11,623	2,982	3,057	6,039	52.0
HUMPHREYS	6,605	1,906	1,636	3,542	53.6
ISSAQUENA	1,099	338	281	619	56.3
ITAWAMBA	12,807	2,987	3,547	6,534	51.0
JACKSON	69,935	6,453	11,456	17,909	25.6
JASPER	10,292	1,748	2,366	4,114	40.0
JEFFERSON	4,729	1,160	1,063	2,223	47.0
JEFFERSON–DAVIS	8,267	1,505	2,016	3,521	42.6
JONES	39,024	5,717	8,217	13,934	35.7
KEMPER	6,182	1,276	1,426	2,702	43.7
LAFAYETTE	16,387	2,242	2,644	4,886	29.8
LAMAR	18,151	1,872	2,971	4,843	26.7

1990 CENSUS

COUNTY	POPULATION AGE 25 +	YEARS OF FORMAL SCHOOL COMPLETED			
		0–8 YEARS	9–11 YEARS	TOTAL < HIGH SCHOOL	PERCENT < HIGH SCHOOL
LAUDERDALE	46,312	5,406	8,618	14,024	30.3
LAWRENCE	7,564	1,328	1,556	2,884	38.1
LEAKE	11,543	2,319	2,953	5,272	45.7
LEE	40,775	5,277	7,837	13,114	32.2
LEFLORE	20,941	4,930	4,436	9,366	44.7
LINCOLN	19,095	2,767	4,295	7,062	37.0
LOWNES	34,439	4,359	6,326	10,685	34.4
MADISON	32,164	4,285	4,871	9,156	28.5
MARION	15,450	2,892	3,480	6,372	41.2
MARSHALL	17,629	3,968	4,539	8,507	48.3
MONROE	22,351	4,490	5,425	9,915	44.4
MONTGOMERY	7,718	1,452	1,898	3,350	43.4
NESHOBA	15,137	2,572	3,341	5,913	39.1
NEWTON	12,426	2,011	2,947	4,958	39.9
NOXUBEE	7,064	1,840	1,718	3,558	50.4
OKTIBBEHA	18,826	2,092	2,985	5,077	27.0
PANOLA	17,281	3,772	4,121	7,893	45.7
PEARL RIVER	23,589	2,978	4,486	7,464	31.6
PERRY	6,419	1,040	1,412	2,452	38.2
PIKE	22,164	3,806	4,922	8,728	39.4
PONTOTOC	13,954	2,471	3,469	5,940	42.6
PRENTISS	14,374	2,984	3,784	6,768	47.1
QUITMAN	5,948	1,738	1,503	3,241	54.5
RANKIN	55,365	5,569	8,911	14,480	26.2
SCOTT	14,444	2,784	3,992	6,776	46.9
SHARKEY	3,672	995	793	1,788	48.7
SIMPSON	14,782	2,676	3,536	6,212	42.0
SMITH	9,164	1,678	2,259	3,937	43.0
STONE	6,324	769	1,248	2,017	31.9
SUNFLOWER	18,299	4,762	4,532	9,294	50.8
TALLAHATCHIE	8,575	2,479	1,964	4,443	51.8
TATE	12,553	2,182	2,717	4,899	39.0
TIPPAH	12,156	2,678	2,864	5,542	45.6
TISHOMINGO	11,803	2,703	2,613	5,316	45.0
TUNICA	4,110	1,226	999	2,225	54.1
UNION	14,114	2,772	3,250	6,022	42.7
WALTHALL	8,466	1,669	2,140	3,809	45.0

1990 CENSUS					
		YEARS OF FORMAL SCHOOL COMPLETED			
COUNTY	POPULATION AGE 25 +	0–8 YEARS	9–11 YEARS	TOTAL < HIGH SCHOOL	PERCENT < HIGH SCHOOL
WARREN	29,311	3,999	5,483	9,482	32.3
WASHINGTON	37,954	7,613	8,031	15,644	41.2
WAYNE	11,588	2,136	2,951	5,087	43.9
WEBSTER	6,464	1,284	1,390	2,674	41.4
WILKINSON	5,811	1,734	1,272	3,006	51.7
WINSTON	11,937	1,849	3,039	4,888	40.9
YALOBUSHA	7,666	1,729	1,669	3,398	44.3
YAZOO	14,976	3,212	3,774	6,986	46.6
TOTALS:	1,538,997	240,267	309,418	549,685	35.7